

# **Promoting Gender Equality** *and Full Humanity* *in and out of* *the Classroom*

Material docente multi/interdisciplinar

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Multi/Interdisciplinary Teaching Material

Dr. Ana García-Arroyo

**This multi/interdisciplinary teaching material** is the result of an innovative Project carried out by Dr. Ana García-Arroyo with her group of students who are part of the Master's Degree in Secondary Education teaching (Fall, 2017-18). Owing to the insufficiency of materials dealing with gender issues in the field of Education, and given the fact that students in the different disciplines need to be educated in terms of gender equality, I consider that the creation and use of this teaching material is of great help for any educator in different fields or disciplines.

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## Introduction

In a global, postmodern, hybrid, twenty-first century world, the question seems ineluctable: why is the sexism problem still going on? Why does gender inequality and violence continue in the different paths of life? Why do teachers and parents often miss the subtle signs of sexism in and out of the classrooms?

The present teaching material, *Promoting Gender Equality and Full Humanity in and out of the Classroom*, brings gender issues into focus. It emerges from an innovating project that I carried out with my group of students within the subject Complements for Teacher Training, which is part of the Master's Degree in Secondary Education Teaching (fall, 2017-18). The final aim that I had in mind then and still have now is that *Promoting Gender Equality and Full Humanity in and out of the Classroom* is extensively used by any scholars and/or teachers who find it adequate and necessary for their variety of classes and educative fields they might be engaged with. For this reason I considered that the materials had to be very practical, with no troubling theoretical concepts and terminology, with questions, pictures, debates and a varied range of exercises that take into account different communicative competences and cultivate gender sensitivity. Likewise, it had to be presented in an intermediate level of English (similar to B1 according to the European Language Framework) so that it could reach the great majority of students.

From the beginning I presented my master students three major well-defined and correlated aims in the elaboration of the project: 1) to make them conscious of the relevance of working on gender equality in the world of Education; 2) to put emphasis on their performance, as future teachers, and how this can contribute to the deconstruction of gender stereotypes and prejudices; and 3) to elaborate materials that develop and promote gender equality and full humanity in and outside the class.

The elaboration of these teaching materials that I now present here went through different stages. First, there was a two-hour theoretical lecture on how we define gender as a cultural construction, how essentialist gender patterns have been constructed and manifested in different societies throughout the ages and how we can deconstruct the unfair and oppressive gender manifestations by acting differently.<sup>1</sup>

Then, my 39-student class broke into small groups and started organising and debating which gender topics they could examine and the way they could deal with them. From the beginning, it was decided that basically the connecting thread of these teaching materials would be literature; in other words, for the most part, literary texts would be used as a tool to analyse relevant gender issues that concern all of us, teachers and students together. The reason to make literature the strategic pillar to explore the formation of gender prejudices, inequalities, injustices, essentialisms, violence within culture/s and how we should deal with them is based on the fact that: “in contrast to the analytic approach of the social sciences, the literary experience has immediacy and emotional persuasiveness... it contributes powerfully to the student’s images of the world” (Rosenblatt, 1995:7). Consequently, literary texts make comprehensible the infinite ways in which human beings deal with the innumerable manifestations of life. Students are then in a better predisposition to discern those cultural patterns that oppress, stigmatise or annihilate human freedom. Likewise, they will be more prepared to make a change towards a more ethical society.

I have to highlight that the implementation of this project motivated my master students enormously, showing great concern towards gender equality. They enthusiastically launched into work, selecting literary/cultural texts, having discussions among themselves, debating topics with me, discarding some ideas, preparing questions and exercises and revising issues after my on-going orientation, feedback and supervision.

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<sup>1</sup> See, for example, Judith Butler’s theory of performativity and how gender is de/constructed as exposed in *Gender Trouble* (1990).

Then some of the major themes that these materials deal with are:

- Traditional short stories and how new fair ones can be created
- Equal gender rights in Education
- The concept of feminism today
- Domestic roles
- Different representations of families and the meaning of 'marriage' in different cultures
- Appearances, self-image
- Violence in relationships and sexist assaults
- Sports for equality
- Love
- Different expressions of desires and love: heterosexual, homosexual...
- Representations of femininity and masculinity
- The in/visibility of women in different spheres
- Women at work

Specific aims of these teaching materials are:

- To deconstruct gender prejudices and stereotypes in fairy tales.
- To become aware of the unfair invisibility of women and their cultural constrictions by studying different examples in Europe, the Caribbean, India.
- To gain awareness and empathy towards the great work that women have to do to become visible in all paths of life.
- To raise awareness with respect to everybody's right to education.
- To construct a positive view of the concept of feminism.
- To avoid gender generalisations in relation to other cultures.
- To explore how some dances and lyrics of songs contribute to the unfair construction of unequal gender roles and violence.
- To examine the unfair distribution of domestic roles.
- To undo traditional stereotypes of women in domestic life.
- To acknowledge and respect the different kinds of families today.

- To reflect on the significance of men and women's stereotypes concerning looks and appearances.
- To gain awareness of being sexually assaulted, how can it happen and its consequences.
- To examine the concept of masculinity, the macho-type in Spain, and compare it with the figure of the warrior, described in an example of an African community.
- To become aware of the great diversity of African countries, peoples and their respective cultural/gender customs.
- To deconstruct gender prejudices in the world of sports and within artistic fields.
- To gain awareness and show respect to the many love relationships and expressions of desire.
- To discern what an abusive relationship is like.
- To examine the difficulties that women around the world have had/still have to make their voices heard (through writing).
- To deconstruct the pejorative figure of woman as a witch in opposition to the positive image of the male magician.

### **Why these Teaching Materials Are Necessary in and outside the Classroom**

We may have the impression that some contemporary efforts to create a more gender-equal society have resulted in satisfactory progress. Indeed, some of the blatant sexist practices of the past are now gone. However, the truth is that every day the media bombard us with restricted images of female beauty and male macho; films, TV, videogames or advertising show tastelessly sexist images, which are accompanied by incisive messages instructing us in how we have to view our world. As a result, subtle and pervasive gender inequalities continue in and out of the class, although they may escape our eyes due to the fact that these cultural constructions have been naturalised by endless repetition and language.

As a teacher of English Language and Literature, as an educator with more than thirty years of experience, working at different levels of the system of Education (Primary, Secondary and Higher Education), I have always believed and demonstrated that change towards gender equity and full humanity has to be originated in the class by promoting an Education (with a capital “E”) that focuses on gender issues, regardless of the student’s academic stage. One of the first steps to carry this out is to develop critical awareness of gender stereotypes, injustices and inequalities in our students. To do this we must support our determined work not with speeches, lectures or informal talks to them but with some substantial teaching materials that appeal to our students’ mind and heart, awakening their capacities of deep insight and strong feeling, when faced with the diversity of human experiences and realities. This is, in fact, the ultimate purpose of *Promoting Gender Equality and Full Humanity in and out of the Classroom*, which in my personal case is twofold: I plan to use the materials with my first year students of the Master’s Degree in Secondary Education teaching in the different modules of English that I usually teach at the University of Valencia. By so doing the students will be improving their communicative competences in English, while acquiring ethical values that create a more gender-fair society.

## **Brief Gender Theoretical Background for Teachers**

### **Gender, What Is It? Why Does It Matter in and out of the Class?**

There is a rather general tendency to relate the term “gender” to “woman”. For a large number of Spanish people, when we mention the word “gender” they directly connect it with “woman” or “women’s issues”, as if it were a synonym. It is not. Gender is concerned with the cultural categories of “man” and “woman”, as well as “masculine” and “feminine”. These categories are not inherent or innate, in other words, they do not possess innate biological characteristics, just on the contrary, they are subjected to a process of constant cultural construction that changes throughout history and cultural context.



Scholars and researchers in the educational world, international institutions and others, use the term “sex” to refer to biology (male – female – neutral) and its distinctive traits or chromosomes that differentiate the body. On the other hand, we use the term “gender” (man – woman – masculine – feminine) when we refer to the cultural aspects that are ascribed to the biological category of “sex”; the body. Gender is therefore the result of a dynamic process in which the economic, social, political, cultural, racial and religious interact. The historical process of ascribing meanings and values to this cultural category of gender reveals that half of the population of the world, women, have been placed in a lower position with respect to men, and have been relegated to humiliating invisibility or exclusion for many years. Traditional historiography has excluded women from ‘universal’ or ‘general’ history. The history of women or women’s *Herstory* has recently emerged, in the second half of the twentieth century, thanks to the works of women themselves and their respective intellectual and activist movements.

Gender and Gender Studies are specifically involved with the examination of the historical process of alterity, of differences, of inequalities, of injustices, that is, they do not only focus on half of the population but on the whole of it, both men and women. Gender covers all areas of society, all its institutions and structures, as well as the relationships that concern both women and men. In no way is it about separating, fighting and hating men, but about working together, learning to discern the relations of conflict and those of solidarity (Bock, 1991).

On the other hand, it is also necessary to emphasise that one cannot speak of “woman” or of “woman’s experience” as if this were a homogeneous monolith. Harding, among many other scholars, clearly tells us that the masculine and the feminine are always categories within class, race and culture, in the sense that the experiences, desires and interests of men and women differ according to their class, race or cultural context (1987). In other words, historical and cultural circumstances do not equally affect all women, or all men, of a particular society or context. We cannot generalise or use monolithic categories to define them. No doubt it is also true that to create more gender-equal societies we need to make

changes in the socio-economic structures and rules governing power relations. This way we can give visibility and representation to the multiple models in which masculinity and femininity are manifested, without having the usual vulnerable victims of the oppressive patriarchal system that is still very powerful in many societies or cultural contexts.

Despite the myriad of differences and places of origin, women have always agreed that their lives and tasks matter and have a value that patriarchal ideology has denied for centuries. Gender equality manifests itself when people have access to resources and means to help women and men re-think and modify traditional gender roles, values and behaviours. Social constructivist theories, Feminism, Women's Studies and Gender Studies are concerned with the cultural markers of identity and their hierarchies created and delineated through the ascribed values, perceptions and practices that have given rise to an oppressive gender system. These theories argue that if the categories have been constructed in a certain way to pejoratively mark people, mainly women, they can also be deconstructed.

If we connect these brief theoretical foundations from Feminism, Women's Studies and Gender Studies with the theories of learning, such as those promulgated by Bandura (1970), we have as a result that human beings, specifically children/students, learn behaviours/cultural patterns and construct gender identities by observation and imitation of everything they see around, within the family, their educational environment, community and cultural context. In other words, children/students learn and develop gender roles due to the fact that they are highly influenced by their cultural environment and the most powerful performative patterns to which they are exposed. They do this by carefully listening, observing and reproducing performances, relying on mechanisms of 'congratulation-praise' or 'punishment' on the part of the elderly and/or peers. All this leads us to consider that the family and especially the educational world play a tremendously important role when it comes to de/constructing gender at any stage of education.<sup>2</sup>

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<sup>2</sup> See also Ana García-Arroyo's *Cuentos para Educar el Género* (2014).

# 1

## Once upon a time...

**Aim:** -To deconstruct gender prejudices and stereotypes in fairy tales  
-To develop the habit of creating your own stories in a fair way



**Discuss the following questions in groups:**

- What fairy tales do you know? Have you heard of *Snow White*, *The Little Mermaid* or *Little Red Riding Hood* for example?
- Are the characters in the stories similar?
- Describe the women in the stories you mentioned, are they normally depicted as brave and intelligent or beautiful and weak? Why is it like that?
- Describe the men in the stories you mentioned, are their main characteristics strength and power or sensitivity and attractiveness? Why do you think it is like that?

### **Read the following story**

Once upon a time, there were two kingdoms separated by a deep forest. In the kingdom of Roselake, everybody was very happy because the king and the queen had just had a new baby girl, Catalina. In the kingdom of Bluestone, the king and queen had just had a new baby boy, Guillermo, and everybody was celebrating it, too.

The new princess and prince were very happy, playing and laughing and making new friends. The parents in both kingdoms wanted their children to get married, and decided that when they were 18 they would cross the forest to meet and get married. However, the princess and the prince were told never to enter the forest before their 18<sup>th</sup> birthday.

One day, the princess was bored and decided to go into the forest to find out why she had been forbidden to enter it. After walking for some time, she saw a castle with a high tower. When she realised that the door was open, she stepped inside and started to look around. Suddenly, she heard a loud noise and realised the door had closed. Out of the darkness, a creepy voice asked her,

“What are you doing here?”

The princess, who was very frightened, said:

“I’m sorry. I wanted to see what was inside the castle.”

The voice laughed.

“Now you will live here forever!”

An old lady appeared out of the darkness and took the princess up to the top of the tower, where she locked her in a room.

Her parents were very worried, and contacted the king and queen from the other kingdom to organise a search party. Everybody participated, but they couldn’t find the princess. After some years, they stopped the search. The king and queen from Bluestone found another princess for their son, and they got engaged. But the prince was very unhappy.

One day, he decided to run away. He ran into the forest, as far as he could. After a while, he realised he was lost and decided to rest under a tree until the morning. When he woke up with the light of day, he saw a big castle with a tall tower. He didn’t know whether to go into the castle, and was thinking about going back to his kingdom.

As he was walking away, suddenly he heard a soft voice.

“Help me, please, handsome prince. Up here!”

The prince looked up to the sky and at the top of the tower, he saw a beautiful princess at the window.

“A wicked witch has kidnapped me, I am the princess from Roselake,” she said.

“Don’t worry, beautiful princess,” he replied. “I will rescue you. Let your hair down.”

The princess had been in the tower for three years and had very long hair. She let down her long hair and the prince climbed to the top of the tower and kissed the princess.

“Let’s go,” he said.

He broke open the door and after a fight, he locked the witch in the tower and they ran into the forest back to Roselake. Everybody was very happy because the princess was safe. The princess’ parents were delighted and immediately organised the wedding. They all lived happily ever after.<sup>3</sup>

**Now discuss the following questions with your teacher and classmates:**

- What do you think about the story you have read? Did you like it?
- Would you change any part of it?
- Do you think it is the prince who always has to save the princess?
- Do you think the princess needed the prince’s help?
- Why do you think their parents wanted them to get married?
- Do you think their beauty has helped them to solve their problems?
- Think about other possible endings to the story in which equal gender values are represented for both men and women.

**Read the next story and find three differences between this and the previous one:**

Once upon a time, there were two kingdoms separated by a deep forest. In the kingdom of Roselake, everybody was very happy because the king and the queen had just had a new baby girl, Catalina. In the kingdom of Bluestone, the king and queen had just had a new baby boy, Guillermo, and everybody was celebrating it, too.

They have both been forbidden to enter the forest. But one day, they were playing hide and seek and the prince found a tall tower, which he thought was perfect for hiding. He went into the castle and hid behind the door. Suddenly the door closed loudly and a wizard appeared. He picked up the prince and took him up to the highest tower, where he locked him in a room.

After a while, the princess was thinking about giving up her search, but of course she didn’t. She continued and eventually came across the castle. The prince shouted down from a window,

“Catalina! Help me please! An evil wizard has locked me in this room!”

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<sup>3</sup> Story created by the students.

Catalina had read a lot about the forest wizard and his castle and finally had the chance to discover them for herself. She knocked on the door and waited. The wizard opened the door.

“What do you want?”, he asked.

“I understand you have my friend locked in a room. I would like you to release him if you would be so kind.”

“Never!”, the wizard responded.

“Fine”, she answered. “But won’t you at least invite me in for a cup of tea with you?”

The wizard, a little confused at this request, agreed, and took her to the grand kitchen in the tower. He made some cups of tea and sat with the princess. After a long afternoon of talking, Catalina discovered that the wizard was very sad living alone. His friends and family were gone. The princess realised that the wizard was not evil, but that he was lonely and needed a friend. She had an idea. She would invite the wizard to her home for dinner if he released the prince from the tower. The wizard accepted her invitation and released the prince.<sup>4</sup>

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<sup>4</sup> Story created by the students.

Look at the following table. As you can see, there are biological characteristics that are definitive, but the gender traits are imposed by our environment/culture. That is to say, just because a person is of the male sex, it does not mean he has to have the masculine gender, not vice versa.

SEX (Biology)	Traditional vision of GENDER = cultural prejudices and stereotypes
(MALE) GENITALS TESTOSTERONE	(CULTURE) MASCULINITY: STRENGTH, BRAVERY, LACK OF SENSITIVITY
(FEMALE) GENITALS OESTROGEN	(CULTURE) FEMININITY: WEAKNESS, BEAUTY, DELICATENESS, SENSITIVITY

**Discuss the following questions in relation to the table:**

- Which story did you like the most? And why?
- Have the characters used violence in this story? Do you think violence is necessary to solve your problems?
- What strategy did the princess use that was different from the one the prince used?
- Do you know other stories in which the prince had to be rescued?

## **WATCH AND TALK**

Video: <https://www.youtube.com/watch?v=I7Kcpj9u30A&feature=youtu.be>

Now, let's talk about the video...

- What did the princess do when the boy went in the tower? Did she hide or did she defend herself?
- What did she do to achieve her dreams? Did she ask for it or did she offer a deal?
- What did the boy do to convince the princess? Did he use force or beauty?
- What was she using her hair for? To seduce the boy or to trap him?
- Can you think of any other fairy tale where the princess makes decisions about her life?

## **WRITING**

Now that you have seen what a traditional fairy tale is like, how the roles for men and for women are so different and unfair and how prejudices are created, choose another tale you like and rewrite it in a more fair way, changing the traditional unequal gender roles.

## **ROLE PLAY ACTIVITY**

After revising the different writings, the students have to make different groups, choose the story they like the most and perform it in front of their classmates and teacher.



## 2

### Invisible women

“It is your blindness, not my invisibility.”<sup>5</sup>

**Aim:** -To become aware of the unfair invisibility of women throughout the ages, across all cultures.

- To gain awareness and empathy towards the great work women have to do to be visible in all paths of life.



#### Follow Your Dreams...

Once upon a time, there was a powerful man who had three children. He had higher expectations for his sons and wanted his daughter to marry a rich man. In order for her to find somebody, the diplomat sent his daughter to a private English school. Nevertheless, the little girl soon started to stand out for her writing skills, and dreamed of being a writer. After her time studying in Lebanon, she went back to her hometown

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<sup>5</sup> Quote by Ana García-Arroyo

to start a family with her childhood sweetheart. Her father was very satisfied because she had abandoned her ideas of being a writer in favour of starting a family.

She adored her children and her family life, but she could not forget about her dream. Often, she used to invent stories about the lives of strangers who she saw on the bus, in the supermarket or in the street. Her life was happy and uncomplicated, but political problems started to appear in her country. Her male cousin was the president, so when some soldiers took the power of the country by force, she felt obliged to leave the country. After some time, now divorced, she finally had the opportunity to chase her dream of becoming a writer. She started to write stories based on her emotions and reflections, and some of them became famous. So famous, in fact, that she was the only writer of her generation that was a woman. The love she had for her children was reflected in her stories, as well as her real life problems that were significant at that time, such as exile. She got married again to a man who supported her dreams and lived happily ever after.<sup>6</sup>

### **Discuss these questions in groups**

1. Look at the biographies of the following women online – J. K. Rowling, Isabel Allende and Jane Austen. Which biography is most similar to the story above?
2. Do you think it is fair that the father makes decisions about how his daughter should live her life?
3. Do you have a dream?
4. Why do you think the father had high expectations for his sons, but not for his daughter?
5. Do you think women have to choose between a career they love and their family? What could we do to help women/girls do both things?

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<sup>6</sup> Story created by the students.

### **Your Fairyography...**

Complete the following table with information about your own life. Then use the plan to write your autobiography as a fairy tale.

Born	
Parents' expectations	
Dreams	
Result (you can invent this part)	

**Check in your text books (History, Maths, Chemistry, etc.) how many women are mentioned. Compare them to the number of men mentioned.**

**How many women of this list below do you know?**

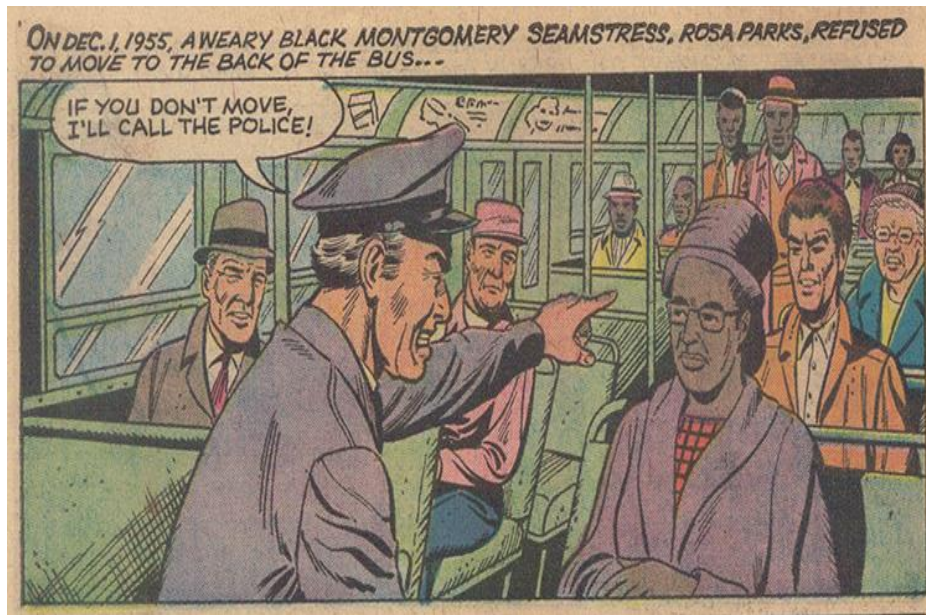
Clara Campoamor	Emma Watson	Victoria Kent
Malala Yousafzai	Marie Curie	Valentina Tereshkova
Hypatia of Alexandria	Margaret Thatcher	Rosa Parks
Simone de Beauvoir	Emilia Pardo Bazán	Angela Davis
Serena Williams	Michelle Obama	Cleopatra
Frida Khalo	Sally Ride	Harriet Tubman
Oprah Winfrey	Mireia Belmonte	Indra Devi

**Look for information on the Internet about one of these women in the table above; you can also choose another important woman that you know. Create a comic with**

the most important events of her life. You can also substitute the creation of a comic for the narration of her life story.

## **SPEAKING**

**What is going on in the cartoon below?**



Bacchus, Joan (1972). *Golden Legacy Illustrated History of Magazine, the life of Alexander Pushkin*, Vol. 14.

### **Debate about the following questions:**

1. Presence of women in politics. How many countries have a female leader and how many have a male leader? Why do you think this happens?

Who is the president of Spain? Is the president a man or a woman?

Has there ever been a woman president? Why not?

Who in your life (family, friends, etc.) do you think could be a good president? Why?

Do you think you could, or would want to be, the president? Why/why not?

2. Gender jobs. Why do we associate some jobs to men and some others to women? Do you think there is a good reason for this? Do you think it is fair?
3. Who does the chores in your house? Are they equally divided between all members?
4. Who should be responsible for childcare? Why?

### 3

## **A girl's education is important too!!**

**Aim:** -To raise awareness with respect to the relevant role of Education.  
-To examine oppressive cultural patterns and traditions

### **RESEARCHING and WRITING**

**1. Interview members of your family about the role of women in the past. Ask them about their education, their role in their society, in their family and among their friends.**

You can use some of these questions:

Did they go to school? For how many years?

What subjects did they study?

Were there boys and girls in their class?

What were their responsibilities at home before they got married? And after that?

How did they participate in social life?

Did they go out with their friends?

How did they spend their free time?

**2. Make groups of 3-4 people and discuss the differences and similarities between women's lifestyle in the past and in the present. Use information from your research interviews and compare it with your partners'.**

**3. The spokesperson of each group writes the group's conclusions on the board. Analyse the conclusions. Have you included women from different societies/cultures? Compare your conclusions and discuss them in class.**

**4. Using the information you got, write an essay about women's life in the past.**

## **HANDICRAFT**

In small groups of 4-5 students, find images representing girls' and boys' education from different places around the world. You can get them from newspapers, magazines or online sources. Make a collage or a poster with this material and add some stories or information corresponding to the different images. Show your creation to the rest of the class telling them about what you have learnt.

Posters can be left in the classroom wall throughout some time.

## 3.1.

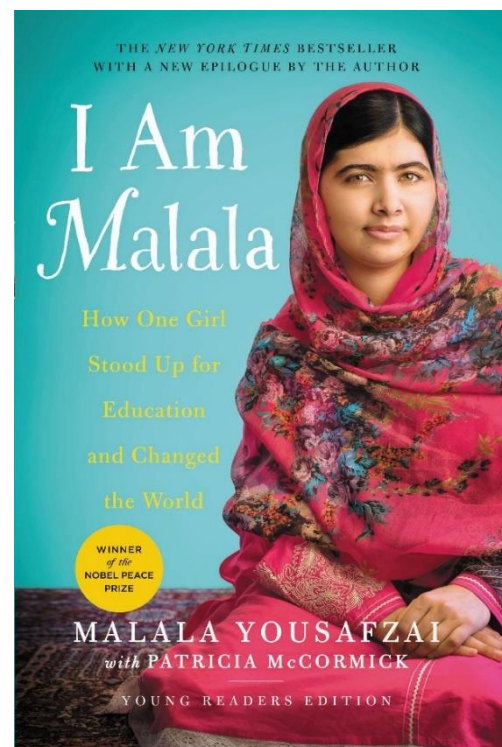
# Malala's story

### SPEAKING

#### 1. Discuss in class:



- Have you ever heard about Malala?
- Who is she?
- Where was she born?
- What happened to her?
- Where does she live now?
- Does she go to school?
- Who is her father?
- Does she have any brothers or sisters?
- What is her aspiration in life?





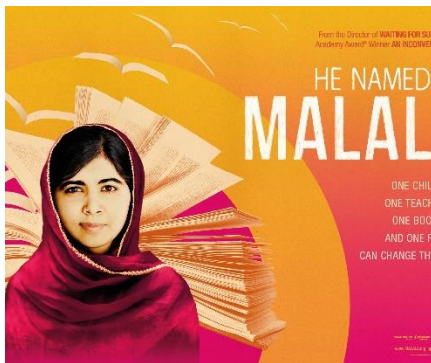
## LISTENING

Watch the following trailer about Malala Yousafzai. The film is based on the book: *“I am Malala”*, winner of the Non-fiction Book of the Year 2013 at the National Book Award.

While watching the trailer, try to focus on these topics:

- Can you guess some other details of the story?
- Can you answer now any more of the questions in exercise 1 about who Malala is and what happened to her?

“He Named Me Malala Official Trailer #1 (2015) - Documentary HD”:



Click on the [link](https://www.youtube.com/watch?v=cug1-eTOVSk) to enter the trailer:  
<https://www.youtube.com/watch?v=cug1-eTOVSk>

### Work in groups of 4 or 5 students:

Choose a person representing Malala.

The rest of the group will be journalists asking her about her life as a student in Pakistan and in the United Kingdom.

Record your interviews and then listen to some of them in class.

Optionally, act it out in class.

## SPEAKING and READING

- ✚ Do you think education is important for children?
- ✚ Is school a place you go to because you are obliged or because you want to learn more?
- ✚ How would you feel if tomorrow you were not allowed to go to school anymore? Imagine the reasons that could give rise to this situation. Think about what you could do.

**Look at the pictures and read the text below. Then discuss it in class.**

"My mother started school when she was six and stopped the same term. She was unusual in the village as she had a father and brothers who encouraged her to go to school. She was the only girl in a class of boys. She carried her bag of books proudly into school and claims she was brighter than the boys. But every day she would be behind her girl cousins playing at home and she envied them. There seemed to be no point in going to school just to end up cooking, cleaning and bringing up children, so one day she sold her books for nine annas, spent the money on boiled sweets and never went back."

(Yousafzai, Malala and Lamb, Christina. *I am Malala*. London: Weidenfeld and Nicholson, 2013 :32)



## DISCUSSION

- Do you know what UN means?
- Where is it?
- What is its role?
- What do you think Malala was doing there?

## WATCH Malala's speech at the UN

Also imagine you are given the chance to speak in front of the United Nations. Choose a country you would like to represent. Decide on a topic you would like to defend and write your speech on a piece of paper. Then you can read it out to the class.

Malala Yousafzai addresses United Nations Youth Assembly:



<https://www.youtube.com/watch?v=3rNhZu3ttIU>

**After listening to Malala's speech you can go over it, read it aloud and perform it as if you were Malala and underline the most important ideas with which you also identify yourself. Tell the class about these ideas you also share with Malala.**

**As it is a bit long, you can organise different groups so each one works on one section of it.**

## Section 1:

In the name of God, The Most Beneficent, The Most Merciful.

Honourable UN Secretary General Mr. Ban Ki-moon,

Respected President General Assembly Vuk Jeremic

Honourable UN envoy for Global education Mr. Gordon Brown,

Respected elders and my dear brothers and sisters;

Today, it is an honour for me to be speaking again after a long time. Being here with such honourable people is a great moment in my life.

I don't know where to begin my speech. I don't know what people would be expecting me to say. But first of all, thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.

I would like to thank my nurses, doctors and all of the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me get better and recover my strength. I fully support Mr. Ban Ki-moon the Secretary-General in his Global Education First Initiative and the work of the UN Special Envoy Mr Gordon Brown. And I thank them both for the leadership they continue to give. They continue to inspire all of us to action.

Dear brothers and sisters, do remember one thing. Malala day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.

There are hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them.

So here I stand... one girl among many.

I speak – not for myself, but for all girls and boys.

I raise up my voice – not so that I can shout, but so that those without a voice can be heard.

Those who have fought for their rights:

Their right to live in peace.

Their right to be treated with dignity.

Their right to equality of opportunity.

Their right to be educated.

## Section 2

Dear Friends, on the 9<sup>th</sup> of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage were born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me I would not shoot him. This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learnt from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone. The wise saying, "The pen is mightier than sword" was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female teachers and polio workers in Khyber Pukhtoon Khwa and FATA. That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, "Why are the Taliban against education?" He answered very simply. By pointing to his book he said, "A Talib doesn't know what is written inside this book." They think that God is a tiny, little conservative being who would send girls to the hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is a peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.

Honourable Secretary General, peace is necessary for education. We are really tired of wars. Women and children are suffering in many parts of the world in many ways. In India, innocent and poor children are victims of child labour. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labour and are forced to get married at an early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

### Section 3:

Dear sisters and brothers, now it's time to speak up.

So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

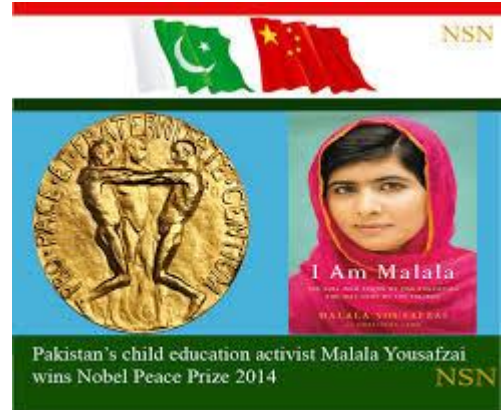
So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution. Education First.

## RESEARCHING

Malala was given the Nobel Peace Prize in 2014.



**Choose one of the following options.**

- Search for the Nobel Peace Prize winners throughout history. Choose the winner you like the most and prepare a five-minute talk to tell the rest of the class about this person. Explain why the prize was given to that person.
- Think about a person who could deserve the next Nobel Peace Prize and give your reasons. Also prepare a five-minute talk to tell your teacher and classmates. Justify your reasons.



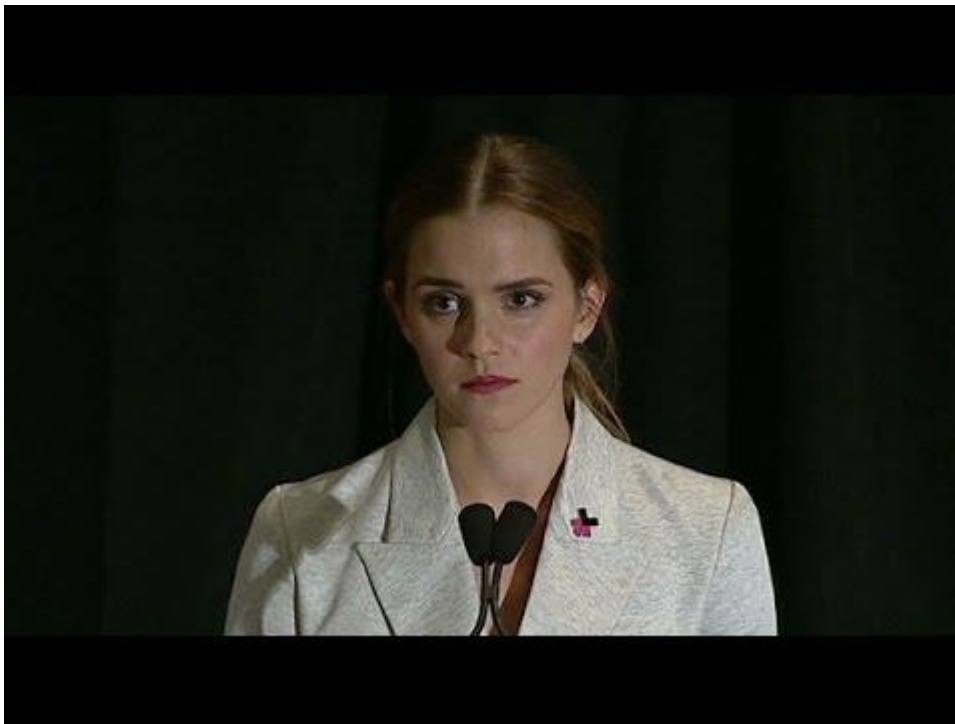
## 3.2

### Emma Watson fights for gender rights

### What about you?

**Aim:** To construct a positive view of the concept of “Feminism”.

**In 2014, Emma Watson gave a speech about gender inequality at the UN in New York City. Listen to the speech and note down the main ideas.**



- Do you know Emma Watson? What does she do?
- What is feminism for you?
- What is Emma Watson’s position on feminism?
- Do you agree with her?
- Do you think it is important to fight gender inequality? Why?



- She says: “I realized that fighting for women’s rights has too often become synonymous with man-hating”. What do you think about this statement?
- Think of some behaviours/ideas many people still need to change to foster gender equality.
- Comment on what you consider the most striking ideas of Emma Watson’s speech.

## **GROUP RESEARCH**

Working in groups (4 to 5 students):

- Find out some examples (for example 3-4) of the most important people involved in feminist movements that have been fighting for equal rights for men and women. Discover what their lives were like, what kind of ideas they defended, what they did and how they fought against oppression and prejudices. Write a kind of essay in which you include the different sections corresponding to what you have found and learnt and present it to the rest of the class. The oral presentation should last about 15 minutes and you can use a PowerPoint to convey your findings.

## 4

### *“...On Sundays try to walk like a lady”*

(from “Girl” by Jamaica Kincaid)

- Aim:**
- To explore gender inequalities in Jamaica Kincaid’s description of her Caribbean community.
  - To learn to avoid generalisations with respect to ‘other’ cultures.
  - To explore and be conscious of how some dances and lyrics contribute to the unfair construction of unequal gender roles and violence.

#### PRE-READING

1. The text you are going to read is about a Caribbean family. Could you point out in the map where The Caribbean is?



2. The English colonised some islands in the Caribbean. Find out and name at least two of them.

***Girl***  
**by Jamaica Kincaid**

Wash the white clothes on Monday and put them on the stone heap; wash the color clothes on Tuesday and put them on the clothesline to dry; don't walk bare-head in the hot sun; cook pumpkin fritters in very hot sweet oil; soak your little cloths right after you take them off; when buying cotton to make yourself a nice blouse, be sure that it doesn't have gum in it, because that way it won't hold up well after a wash; soak salt fish overnight before you cook it; is it true that you sing *benna* in Sunday school?; always eat your food in such a way that it won't turn someone else's stomach; on Sundays try to walk like a lady and not like the slut you are so bent on becoming; don't sing *benna* in Sunday school; you mustn't speak to wharf-rat boys, not even to give directions; don't eat fruits on the street—flies will follow you; *but I don't sing benna on Sundays at all and never in Sunday school*; this is how to sew on a button; this is how to make a buttonhole for the button you have just sewed on; this is how to hem a dress when you see the hem coming down and so to prevent yourself from looking like the slut I know you are so bent on becoming; this is how you iron your father's khaki shirt so that it doesn't have a crease; this is how you iron your father's khaki pants so that they don't have a crease; this is how you grow okra—far from the house, because okra tree harbors red ants; when you are growing dasheen, make sure it gets plenty of water or else it makes your throat itch when you are eating it; this is how you sweep a corner; this is how you sweep a whole house; this is how you sweep a yard; this is how you smile to someone you don't like too much; this is how you smile to someone you don't like at all; this is how you smile to someone you like completely; this is how you set a table for tea; this is how you set a table for dinner; this is how you set a table for dinner with an important guest; this is how you set a table for lunch; this is how you set a table for breakfast; this is how to behave in the presence of men who don't know you very well, and this way they won't recognize immediately the slut I have warned you against becoming; be sure to wash every day, even if it is with your own spit; don't squat down to play marbles—you are not a boy, you know; don't pick people's flowers—you might catch something; don't throw stones at blackbirds, because it might not be a blackbird at all; this is how to make a bread pudding; this is how to make *doukona*; this is how to make pepper pot; this is how to make a good medicine for a cold; this is how to make a good medicine to throw away a child before it even becomes a child; this is how to catch a fish; this is how to throw back a fish you don't like, and that way something bad won't fall on you; this is how to bully a man; this is how a man bullies you; this is how to love a man, and if this doesn't work there are other ways, and if they don't work don't feel too bad about giving up; this is how to spit up in the air if you feel like it, and

this is how to move quick so that it doesn't fall on you; this is how to make ends meet; always squeeze bread to make sure it's fresh; *but what if the baker won't let me feel the bread?*; you mean to say that after all you are really going to be the kind of woman who the baker won't let near the bread?

## POST-READING

### Discussion

1. In general, it is easier to be a boy than a girl.
2. All women from the Caribbean are supposed to be housekeepers and not to develop a professional career.
3. We tend to stereotype certain groups of people. For example, most of us think that Caribbean men are male chauvinists.

### 3. Answer the following questions.

1. How has the protagonist's behaviour been shaped by cultural stereotypes in her society?
2. Do you think she agrees with her mother's ideas? Why?
3. Write down some of the mother's most striking advices that she gives to her daughter and discuss them.
4. The mother constantly reminds her daughter of what to do and how to become the 'perfect girl' in order to fit into the cultural norms of the society they live in. Are these norms fair? Why? Why not? Give examples.

## LISTENING

1. Listen to the writer, Jamaica Kincaid, reading "Girl".

<https://www.youtube.com/watch?v=AHr1HYW0mKE>

2. Read aloud the same extract imitating the writer. Pay attention to pronunciation, speech, intonation.
3. Perform the scene in class taking the role of the mother who is trying to give instructions/advice to her daughter. Remember that the mother's role is to pass down her cultural beliefs because this is what she believes is right.
4. In groups give voice to the daughter and prepare the arguments that she would use to respond to her mother.
5. Play the full conversation having the roles of mother and daughter. The mother will give her instructions and advice to her daughter but the daughter responds to her mother with convincing arguments and loving words.

## SPEAKING

Reggaeton is one of the most typical rhythms in the Caribbean that has become famous in many other places like Spain. In pairs discuss the following questions.

1. Look at the cover of the last Caribe Mix C.D.  
How is the woman represented? Give arguments on what you think about reggaeton lyrics, the way it is danced and the people who like it.
2. Do you enjoy listening to it? Why/why not? Have you ever danced it? When and where is this kind of music played?



## WRITING

1. Write about the tasks that you have to do at home if you are a girl and compare them with the ones your brother or father has to do. Make the composition in an imperative way as in Jamaica Kincaid's "Girl" (200 words approximately).
2. Take the lyrics of a reggaeton song and analyse them. Examine in what sort of way they are unfair to women. Give examples of what they say and how these lyrics do not contribute to the creation of gender equality.

# 5

## But I help my mum....!!!

**Aim:** To examine domestic roles and who does the jobs.

### WARM- UP



### 1. COMPARE

- Compare these two pictures. What are the women doing and how are they dressed? Which is their attitude?

- The images above correspond to two different versions of the same fairytale. How does the traditional version differ from the contemporary one?
- What kind of roles does Snow White play in the traditional story? Do you think that in the modern story she is a more rebellious, courageous woman? Why?

### READING

When it was morning and Snow-white awoke and saw the seven dwarfs, she was very frightened; but they seemed quite friendly, and asked her what her name was, and she told them; and then they asked how she came to be in their house. And she related to them how her step-mother had wished her to be put to death, and how the huntsman had spared her life, and how she had run the whole day long, until at last she had found their little house. Then the dwarfs said, "If you will keep our house for us, and cook, and wash, and make the beds, and sew and knit, and keep everything tidy and clean, you may stay with us, and you shall lack nothing". "With all my heart", said Snow-white; and so she stayed, and kept the house in good order. In the morning the dwarfs went to the mountain to dig for gold; in the evening they came home, and their supper had to be ready for them. All the day long the maiden was left alone, and the good little dwarfs warned her, saying, "Beware of your step-mother, she will soon know you are here. Let no one into the house." Now the Queen, having eaten Snow-white's heart, as she supposed, felt quite sure that now she was the first and fairest, and so she came to her mirror, and said, "Looking-glass upon the wall, Who is fairest of us all?" And the glass answered, "Queen, thou art of beauty rare, But Snow-white living in the glen with the seven little men is a thousand times more fair."

- **Can you think of the different associations that the colour "white" has? Do these associations match with the way she is described in the text?**



- **What is Snow White's daily routine in the text? And, what about the seven dwarfs? What do they do every day?**
- **Do you find any similarities between the roles Snow White has to perform in the traditional story and your everyday situations? Think about your grandmother or your mother, for example.**
- **Snow White accepts the dwarfs' deal in this fragment. Does she have another choice? If you think she does, mention her other possibilities.**

## **LISTENING**

**Listen carefully and put the sentences below into the correct order.**

<https://www.youtube.com/watch?v=a6WnY2s1S1w&t=2743s>

- They realised that the chair is free of dust.
- They find out that someone stole their dishes.
- One dwarf, Grumpy, thinks that the cook has been poisoned by the witches.
- They discover that the floor is swept.
- They observe that the windows have been washed.
- There aren't webs.

## **WRITING**

- **Can the majority of women reach high positions in our society? Write an argumentative essay pointing out the pros and cons.**

## FURTHER DISCUSSION

Have a look at the cartoon below and discuss it. You can write the real conversation the two characters are having. Think about what happened before and what will happen later.

Copyright 2006 by Randy Glasbergen.  
www.glasbergen.com



**"I do so help around the house! I keep dust off the recliner  
and make sure all of the remotes are working properly!"**

## 6

### A woman's domestic life...

**Aim:** To identify and undo the traditional stereotypes of women in domestic life

**WARM UP!!!**

φ **Look at the following picture**



Lorraine Hansberry is an African American playwright.

- a) Did you know the woman in the picture?
- b) Can you think of other female playwrights?
- c) Do you know any feminist plays or stories?

**READING AND LISTENING**

1. Read the text and answer the questions:

- a) Why can they spend more money this year?
- b) Do you think that Nora works? Why do you believe that?
- c) What do you think the next sentences from the text mean?:
  - “Has my little spendthrift been wasting money again?”
  - “Is it my little squirrel bustling about?” Why does Helmer call Nora “little squirrel”?
  - “The same little featherhead!” What does Helmer imply?
- d) What kind of image do you get of Nora if we pay attention to Helmer’s use of language and the way he expresses himself?

**HELMER**(calls out from his room): Is that my little lark twittering out there?

**NORA** (busy opening some of the parcels): Yes, it is!

**HELMER**: Is it my little squirrel bustling about?

**NORA**: Yes!

**HELMER**: When did my squirrel come home?

**NORA**: Just now. (Puts the bag of macaroons into her pocket and wipes her mouth.) Come in here, Torvald, and see what I have bought.

**HELMER**: Don't disturb me. (A little later, he opens the door and looks into the room, pen in hand.) Bought, did you say? All these things? Has my little spendthrift been wasting money again?

**NORA**: Yes but, Torvald, this year we really can let ourselves go a little. This is the first Christmas that we have not needed to economise.

**HELMER**: Still, you know, we can't spend money recklessly.

**NORA**: Yes, Torvald, we may be a wee bit more reckless now, mayn't we? Just a tiny wee bit! You are going to have a big salary and earn lots and lots of money.

**HELMER**: Yes, after the New Year; but then it will be a whole quarter before the salary is due.

**NORA**: Pooh! We can borrow until then.

**HELMER**: Nora! (Goes up to her and takes her playfully by the ear.) The same little featherhead! Suppose, now, that I borrowed fifty pounds today, and you spent it all in the Christmas week, and then on New Year's Eve a slate fell on my head and killed me.

**NORA**: (putting her hands over his mouth). Oh! Don't say such horrid things.

**2. Now that you have read the text once, pair up and prepare your performance reading the text aloud.**

**SPEAKING: reflect on the reading.**

**Discuss in pairs the following questions:**

- a) This play was released in 1879. Nevertheless, it shares many aspects with the current model of marriage, such as economic dependence. Do you think women are still dependent in such aspect? Why?

- b) As many women in the past, Nora doesn't work. Do you think that women should work or stay at home taking care of their children and depending on their husband's salary?
- c) In this fragment, Nora's husband pulls her by the ear as a way of punishment for spending a lot of money. Does it still happen nowadays?
- d) Imagine that Nora was the only one who earns money in the family. Would anything change?
- e) Do you think that economic dependence is a way of gender violence?

### **WRITING**

**Write a story of a traditional family (mother, father, children) switching the roles of gender. Use 'when' and 'while' when possible.**

You can start like this:

Yesterday, when I got home my dad was doing  
the washing up, while my mum...

**Have a look at the picture below and discuss it.**

What kind of presents do you give to your mother?

Give her a Hoover and you give her the best

Christmas morning  
(and forever after)  
she'll be happier  
with a Hoover

P. S. to husbands:  
What more about her home, you know, as if you really care about her  
... wouldn't it be a good idea to consider a Hoover for Christmas?  
Prices start at \$69.95. Model 20 (shown here) \$109.95. Low down  
payments, easy terms. See your Hoover dealer now.

THE HOOVER COMPANY  
North Canton, Ohio

## **GROUP DISCUSSION**

**-Make groups of 3-4 people and discuss the differences and similarities between women's lifestyle in the past and in the present.**

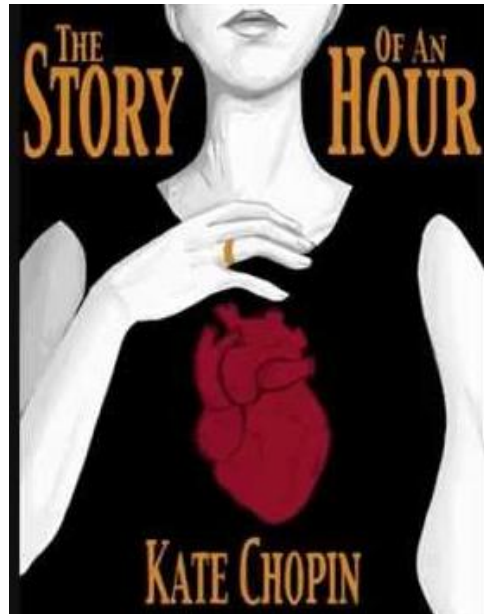
The spokesperson of each group writes the group's conclusions. Analyse the conclusions. Have you included women in different societies? Compare your conclusions and discuss them.



## 6.1.

### The story of an hour

Look at both pictures. What do you think the text is about?



Keep guessing:

“There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending her in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow creature.”

Chopin, K. (1894 / 2000). *The Story of An Hour*.

Who is speaking in the story?

Who is the main character?

What do you think it has happened to the main character?

What about the main character's feelings?

## READING

### The Story of an Hour

by Kate Chopin



Knowing that Mrs. Mallard was afflicted with a heart trouble, her sister took great care when she told her the news of her husband's death. His name, Brently Mallard, was leading the list of "killed" in the railroad disaster.

She did not hear the story as many women had heard. She ran directly to her room to be alone.

There stood, facing the open window. She sank into a comfortable armchair, feeling a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see through the window the lively trees. The delicious breath of rain was in the air. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering. There were patches of blue sky showing here and there.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her.

She was young, with a fair calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, which was fixed on those patches of blue sky.

There was something coming to her and she was waiting for it. What was it? She did not know; it was too complex to name. But she felt it, creeping out of the sky, reaching towards her through the sounds, the smell, the color that filled the air.

Now she was beginning to recognize this thing that was approaching to possess her.

A little whispered word escaped her lips. She said it over and over: "free, free, free!". The empty stare and the look of terror went away from her eyes. They stayed keen and bright. Her heart beat fast, and the blood warmed and relaxed every inch of her body.

She did not stop to ask if she felt happiness or not. She knew that she would weep again when she saw her hands. But she also saw a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow creature. A kind intention or a cruel intention make the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—sometimes. Often she had not. What did it matter! What could she love, the unsolved mystery.

"Free! Body and soul free!" she kept whispering. Her sister, Josephine, called her from outside the room. Finally, she opened the door and both, together, went downstairs, where someone was opening the front door. It was Brently Mallard who entered carrying his suitcase. He had been far from the scene of accident and did not even know there had been one. He stood amazed at Josephine's cry.

When the doctors came they said she had died of heart disease—of joy that kills. (An adaptation from Kate Chopin's *The Story of An Hour* -1894)

### **According to the text...**

Who told her the bad news about her husband?

How did she react to it? Why did she react in such a manner?

How does she feel after thinking about her future life?

Why do you think the main character's surname is not mentioned?

Do you find any correlation between the described situation and context and the main character's feelings?

How does the story end?

Explain « she had died of heart disease—of joy that kills».

### **Examine the relationship between the main character and her husband.**

#### **Consider the following aspects:**

-The relationship before and after the marriage.

-The woman's role and the man's role in this relationship (power balance, jobs, decision making).

-Their feelings towards each other.

### **Write your own short story**

Write the story of a man who receives the news of his wife's death. Try to include his feelings and possible changes in his future life. You can start like this:

#### **The Story of a Minute**

By \_\_\_\_\_



## 7

### An Indian family

**“If you are happy in a dream, does that count?”**

(from *The God of Small Things*  
by Arundhati Roy).

- Aim:**
- To analyse the different examples of families and acknowledge them.
  - To explore cultural/gender inequalities in the Indian families depicted in the texts.
  - To learn how writers/artists can denounce injustices with their work.

#### READING

**Read the following extract from the novel *The God of Small Things* (1997) by the Indian writer Arundhati Roy.**

Ammu finished her schooling the same year that her father retired from his job in Delhi and moved to Ayemenem. Pappachi insisted that a college education was an unnecessary expense for a girl, so Ammu had no choice but to leave Delhi and move with them. There was very little for a young girl to do in Ayemenem other than to wait for marriage proposals while she helped her mother with the housework. Since her father did not have enough money to raise a suitable dowry, no proposals came Ammu's way. Two years went by. Her eighteenth birthday came and went. Unnoticed, or at least unremarked upon by her parents, Ammu grew desperate. All day she dreamed of escaping from Ayemenem and the clutches of her ill-tempered father and bitter, long-suffering mother. She hatched several wretched little plans. Eventually, one worked. Pappachi agreed to let her spend the summer with a distant aunt who lived in Calcutta. There, at someone else's wedding reception, Ammu met her future husband. He was on vacation from his job in Assam, where he worked as an assistant manager of a tea estate. His family were once-wealthy zamindars who had migrated to Calcutta from East Bengal after Partition.

He was a small man, but well built. Pleasant-looking. He wore old-fashioned spectacles that made him look earnest and completely belied his easygoing charm and juvenile but totally disarming sense of humour. He was twenty-five and had already

been working on the tea estates for six years. He hadn't been to college, which accounted for his schoolboy humor. He proposed to Ammu five days after they first met. Ammu didn't pretend to be in love with him. She just weighed the odds and accepted. She thought that anything, anyone at all, would be better than returning to Ayemenem. She wrote to her parents informing them of her decision. They didn't reply.

[...]

Soon Ammu learned that her husband liked drinking, she watched her husband's mouth move as it formed words. She said nothing. He grew uncomfortable and then infuriated by her silence. Suddenly he grabbed her hair, punched her and then passed out from the effort. Ammu took down the heaviest book she could find in the bookshelf—*The Reader's Digest World Atlas*—and hit him with it as hard as she could. On his head. His legs. His back and shoulders. When he regained consciousness, he was puzzled by his bruises. He apologized abjectly for the violence, but immediately this fell into a pattern. Drunken violence followed by postdrunken badgering. When his bouts of violence began to include the children, and the war with Pakistan began, Ammu left her husband and returned, unwelcome, to her parents in Ayemenem. To everything that she had escaped from only a few years ago. Except that now she had two young children. And no more dreams.

**Answer the following multiple-choice questions. Only one is correct.**

1. Ammu left school because:
  - a) it was too expensive.
  - b) Pappachi believed that giving girls a university education was useless.
  - c) girls do not receive a college education in Delhi.
2. For two years:
  - a) Ammu's father had to save money for Ammu's wedding.
  - b) Ammu did not have any marriage offers.
  - c) Ammu enjoyed family life and celebrated her eighteenth birthday.
3. Ammu married her husband:
  - a) because he had been to university and was handsome.
  - b) although she did not love him.
  - c) because he was the chief manager of a tea estate company in Calcutta.
4. The reason why domestic violence started was:
  - a) that Ammu was silent and did not want to speak to her husband.
  - b) that Ammu's husband had the habit of drinking too much and hitting his wife.
  - c) that Ammu was not a good wife.
5. Ammu left her husband:

- a) due to the fact that her parents in Ayemenem asked her to return.
- b) to protect herself and her children from her husband's violence.
- c) to have a more pleasant life in Ayemenem.

**Answer the questions below and give details based on the information of the text:**

-From this extract, what can you say about Ammu and her identity as a woman?

-Although we don't know about Ammu's mother and daughter, they are very different from one another. Now, think about some of your female family members, for example, your grandmother, mother or aunt, and compare them with yourself, if you are a girl/woman. If you are a boy/man, compare them with a female person of your generation. Think about their roles inside the family, their relationships, marriage, social life, work, etc. Write down your answers and tell the class.

-Capture the ideas/answers you have drawn from the previous question in a visual form, for example, prepare a Power Point, a five-minute video or a written story.

## **SPEAKING**

- How did you feel while reading the extract corresponding to Roy's *The God of Small Things*?
- Imagine that you are Ammu; describe your feelings.
- Think about the Indian family depicted in this novel and how men and women behave.
- Now think about the variety of families we find in our contemporary society in the city where you live. Discuss the values that are present in these families.

## **WATCH AND LISTEN**

*Fire*, Deepa Mehta (1996).

## **Pre-Listening Activity**

Look at the image below. A young couple has just been married. Try to guess what is happening:

1. How many generations can you see in this family?
2. What kind of relationships can you see?



3. Who represents tradition in this family? How can you tell?

Video:

[https://www.youtube.com/watch?v=D\\_3RSky7eNw](https://www.youtube.com/watch?v=D_3RSky7eNw)

### **While Watching-Listening *Fire* by Deepa Mehta:**

Play the scene above from the beginning of the film *Fire* until minute 12. Watch it twice.

The first time, watch the scene and read the subtitles if necessary.

The second time, pay attention to what is happening: pay attention to the roles of the different members in the family. Try to guess what is going on and what is going to happen next.

### **Post-Listening:**

1. What is Sita taking from the wardrobe? Why? What does this piece of clothing symbolise?
2. How does she feel after wearing the trousers? Why?
3. Why is the music important here?

4. Do you think that smoking a cigarette means anything?
5. What is supposed to be Sita's duty as a married woman?

## **WRITING**

### **Opinion essay:**

Write an essay about the usual process and standards of marriage in your society, in the place where you live (200 words approx.). Do you consider that the kind of marriage described in the novel, *The God of Small Things*, could be found in Spain?



## 8

### “Looks is more important than books”

**Aim:** -To reflect on the importance of men and women’s gender stereotypes concerning looks and appearances.  
-To examine the role of reading to educate oneself and do away with cultural prejudices.

#### WARM UP!

- ◆ Look at the following pictures. Do you know the character?  
Discuss the questions below with your partner. Take notes if necessary.



- a) Why do you think she is smiling?
- b) Why is she reading instead of playing?
- c) Do you think reading (plays, poems, novels...) is important?
- d) Do girls/women read more than men?
- e) Is it true that man women prefer to read romantic/love novels and fashion magazines?
- f) How about men? Why do many of them prefer reading sports newspapers and computer stuff and not romantic/love novels?

#### READING: A NOVEL

-Read the text below and answer: Does Miss Honey like Mrs. Wormwood?

-Try to guess the meaning of “Looks is more important than books” that appears in the text.

‘A girl should think about making herself look *attractive* so she can get a good husband later on. **Looks is more important than books**, Miss Hunky...’

‘The name is Honey’, Miss Honey said.

‘Now, look at me’, Mrs. Wormwood said. ‘Then look at you. You choose books. I choose looks.’

Miss Honey looked at that *ugly* person with a *greasy* face seated across the room. ‘What did you say?’ She asked.

‘I said you chose books and I chose looks’, Mrs. Wormwood said. ‘And whose life is better, do you think? Mine, of course. I’m sitting *pretty* in a *nice* house with a successful businessman and you’re teaching a lot of *nasty* little children the ABC.’

(Adapted from *Matilda* by Roald Dahl.)

1. Now read the text again and answer these questions:

- a) What does Mrs. Wormwood mean by ‘You choose books. I choose looks’ in line 5-6?
- b) How should a good husband look according to Mrs. Wormwood?

### **SPEAKING: reflect on the reading**

**1. Discuss in pairs the following questions:**

- a) Do you think having a girlfriend/boyfriend is important to be happy?
- b) What do you think is better, to be attractive or to be intelligent?
- c) Why do you think women have more chances to succeed in life if they are attractive? (If not, why not?)
- d) Do men need to be attractive to succeed?
- e) Is this fair?
- f) Think about what women have to do to make themselves ‘attractive’ (hairdressing, depilation, absurd fashions, unhealthy diets...)
- g) How about men?

### **WRITING**

Choose one of the topics below and write a 'for and against composition' in which you discuss the main ideas:

“Reading is important to succeed in life.”

“Cultivate your body or cultivate your mind, that is the question.”

## 9

### **A bathroom in a shared flat: self-image and sexist assaults:**

**Aim:** -To reflect on self-image and guilt linked to sexist stereotypes.  
-To reflect on sexual assault.

#### **WARM UP!**



**Look at the picture. Then, discuss whether you agree or not with these statements:**

- a) Girls spend more time in the bathroom than boys.
- b) Boys are less concerned about their image than girls.
- c) Girls use make-up because they want boys to consider them attractive.
- d) Girls are more encouraged to wear feminine clothes rather than rough-and-tumble ones.
- e) The media flood us with restricted gender images of female beauty and male macho.

## READING

1. Read the text aloud. Different students take different parts.

### Scene 5. A bathroom in a shared flat.

Mary (20s) works in an office. Late one evening, after leaving work on her bicycle, she was brutally sexually assaulted by two young thugs. This has had a traumatic effect on her and she cannot stop thinking over the senseless events that night. Jo (20s) is Mary's room-mate. She is slightly plump and obsessed with her weight, her looks and her vivid sexual fantasies. As this scene opens the two girls are getting ready to go out to a party and Mary is swigging wine from a bottle. Both girls are dressed in their 'party wear'.

**JO** (coming in). If you don't come to this party I'll kill you.

**MARY**. It was because I was dressed up.

**JO**. You were wearing a skirt.

**MARY**. For me I was dressed up.

**JO**. You weren't dressed up at all. You never dress up. And what if you were?

**MARY**. I remember being all dolled up.

**JO**. I can't remember ever seeing you all dolled up.

**MARY**. I am now.

**JO**. Apart from now I don't.

**MARY**. I was wearing those enamel bracelets I've got. I can't remember why... but I was looking nice. I know I was. I just felt it. Sometimes you do feel that, don't you? Sometimes you just know you are looking okay. It's not like I was looking like anything in particular. I just felt nice. That's more it. I'd felt nice when I'd been cycling to work: all cool and breezy. I don't remember what I looked like but I remember how I felt.

(Adapted from *Low Level Panic*)

2. Now read the text again and answer these questions:
  - a) Identify the main topic of the extract above.
  - b) In your view, what kind of relationship do the characters of the play have?
  - c) Do you consider relevant the fact that the characters are talking in the bathroom? Why?
  - d) Why do you think Mary was violently assaulted?
  - e) Imagine the scene of the assault, how Mary felt and what she did.
  - f) Do you know anyone who has been sexually assaulted?
  - g) What measures are taken to prevent this kind of assaults?

### **SPEAKING: reflect on the reading**

1. Discuss in pairs or in small groups the following questions:
  - a) Do you think that dressing up is important when you go to a party?
  - b) Do you believe that the clothes someone wears determine other people's behaviour towards her or him?
  - c) Do you think that Mary feels guilty about what happened to her that night? If so, why could this happen?

### **WRITING**

Express your opinion:

*When girls go to parties, they should follow some recommendations to prevent situations like the one Mary experiences.*

Here are some ideas for your discussion/writing:

- ⌘ Make a list of the typical recommendations that family or society give girls in order to avoid sexist aggressions.
- ⌘ Do you believe that all of these recommendations are fair?
- ⌘ In your opinion, do boys receive the same recommendations when they go to parties?

## 10

### “A man is never ugly”

(from Buchi Emecheta's  
*The Joys of Motherhood*)

- Aim:** -To critically examine the concept of masculinity in different cultures.  
-To become aware of the great diversity of African countries, peoples and cultures.

#### LISTENING

**1. Listen to the following track:**

[https://drive.google.com/open?id=1leeO8coFUm\\_H0UXkjR-d5bZi3aVfqY32](https://drive.google.com/open?id=1leeO8coFUm_H0UXkjR-d5bZi3aVfqY32)

**2. Post listening activity:**

- Do you think this speech is defending women or attacking them?
- Do you agree with the concept of female competitiveness?
- Have you ever heard these words before? In a song perhaps? Can you guess who the singer might be?
- Did you know that this extract is from a song by Beyoncé?

#### READING

**1. The extract below comes from the novel *Things Fall Apart* (1958) by the Nigerian writer Chinua Achebe. Before you read it:**

- a) Find some information about the writer, his most important works and the topics he deals with.
- b) Find information about the most relevant historical/cultural facts in the history of Nigeria.
- c) Mention some of the most important tribal communities that were so powerful in the past, before the British Empire took over the country.
- d) Find the languages that are spoken? Is English one of them?

**2. Now read the text in which Chinua Achebe is talking about the main character, a warrior called Okonkwo:**

Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honour to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights.

The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as a fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat.

That was many years ago, twenty years or more, and during this time Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had had no patience with his father.

**3. Based on the information from the text, answer these questions individually.**

- What are the main characteristics of a man from the Ibo community? How about Okonkwo's attributes, can you describe them?  
What do you understand by "His fame rested on solid personal achievements"? What had he done?
- Do you think that being strong is a relevant male characteristic if you are a warrior? How are Okonkwo's wives described?

"That was many years ago, twenty years or more, and during this time Okonkwo's fame had grown like a bush-fire". Does this imply that the situation started to change later? What could happen then?

- Look at the last paragraph. Guess what Okonkwo's relationship with his father was like. Justify your answer.
- Compare Okonkwo's role in his tribal community with the macho type of Western cultures. Think about attributes such as strength, violent competition, political power, aggressive language, etc., and if they contribute to the creation of peace, equality and goodness for everybody. Discuss your answers with the rest of the class.

### **SPEAKING**

**Describe and compare the pictures below.**





**Discuss the following questions with your teacher and classmates. You can have a class debate. Consult the internet to get precise information:**

-According to their economic status, do you think all women in Africa have to develop the same role? Think about the great diversity of African countries and cultures.

-Could their cultural backgrounds influence their future? (family, social communities, traditions, colonialism, etc.).

-Do you think in our Western society we are also influenced by the cultural context, traditions, family? Give precise examples.

-How has the cultural background influenced a woman in your family, for example, your mother, grandmother? Consider social class, race, education, religion.

-Do you think men and women in your family have had the same opportunities? Give examples.

-Can you think of any situations/examples in your country or place in which women suffer from unequal gender oppression?

-Do women still need to be empowered in places like Spain, African countries or around the world? List some ideas on how you can contribute to a positive change.

## **WRITING**

- Imagine that you are in Okonkwo's community. As a woman there you don't like the traditions and the oppression that you have to suffer. Write how you feel and the oppressions you are bound to suffer in your everyday life.

### EXTRA ACTIVITY

The Nigerian writer, Buchi Emecheta, fights against all kind of abuses and gender inequalities practised in her country. In all her novels she exposes these inequalities and gives voice to Nigerian women who have always been fighting for visibility, recognition and empowerment within their own culture. Like many African writers, she also mentions the terrible consequences of colonialism in her society.

**READ the following text from *The Joys of Motherhood* (1979)**

She had been brought up to believe that children made a woman. She had had children nine in all, and luckily seven were alive, much more than many women of that period could boast of. Most of her friends and colleagues had buried more children than they had alive; but her god had been merciful to her. Still, how was she to know that by the time her children grew up the values of her country, her people and her tribe would have changed so drastically, to the extent where a woman with many children could face a lonely old age, and maybe a miserable death all alone, just like a barren woman? She was not even certain that worries over her children would lead her to her grave before her *chi* was ready for her.

1. Think about what the protagonist says about the idea of 'being a mother'. Is 'motherhood' a joy according to the female protagonist? Why/Why not? In what sort of way have the values of motherhood changed in her tribe, country and family?
2. Now consider women and men in your place or family. Choose people of different generations and interview them. Ask them what they think of 'motherhood' and 'fatherhood'. Observe if there have been any changes. Present your results to the rest of the class and examine similarities and differences.

# 11

## Sports for equality

**Aim: To deconstruct gender prejudices and stereotypes in the world of sports and art.**



### **SPEAKING**

Discuss the following ideas in small groups first and then with the class.

1. At which sports are men considered better than women? At which sports are women considered better than men?
2. Should boys and girls be treated differently in sports?
3. Do you think mixed-gender sports should be promoted?
4. Why do you think mixed-gender sports is not the rule?
5. Name any mixed-gender sports you know.
6. Think about a sport, for example, football. Why do you think Women's Football Leagues do not have the prestige that men's leagues have?
7. How are women portrayed in sports? Would you change these prejudices? What would you do to change them?

- ◆ Look at the following pictures. In pairs, try to describe the characters by writing some of their physical and personality traits.



### READING: A Novel

1. Read the following extracts from a novel.

**Katniss Everdeen:** “It was slow-going at first, but I was determined to feed us. I stole eggs from nests, caught fish in nets, sometimes managed to shoot a squirrel or rabbit for stew, and gathered the various plants that sprung up beneath my feet. Plants are tricky. Many are edible, but one false mouthful and you’re dead. I checked and double-checked the plants I harvested with my father’s pictures. I kept us alive.”

**Peeta Mellark:** “We were five. You had a plaid dress and your hair... it was in two braids instead of one. So that day, in the music assembly, the teacher asked who knew the valley song. Your hand shot right up in the air. She put you up on a stool and had you sing it for us. And I swear, every bird outside the windows fell silent. And right when your song ended, I knew —just like your mother— I was a goner.”

(Adapted from the *The Hunger Games* by Suzanne Collins)

2. Who is talking about survival and who is talking about feelings?
3. Are Katniss and Peeta's words in accordance with their personality?
4. Do you identify yourself with any of the characters? Why?

## **WRITING**

1. Create a fictional character who challenges gender stereotypes (120 words).  
Think about the following questions in order to describe your character:
  - a) What does she or he want?
  - b) What does she or he fear?
  - c) What is the character like?
  - d) What makes her or him feel embarrassed?
  - e) What is she or he proud of?
  - f) What does she or he do well?

**11.1.**  
**Who am I?**  
**The story of Billy Elliot**



**Look at the picture and comment with your classmates:**

What can you see in the picture?

How do you think the boy is feeling? How do you think the girls are feeling?

What do you think about ballet? Who do you think should practise it?

Would you feel integrated and comfortable practising ballet?

Talk to your partners about the sports you practise. Is ballet one of them? What benefits do they have?

Do you know anyone who practises a sport that confronts cultural stereotypes?

**READ the following extract, which is an adaptation from the story of Billy Elliot. Then answer the questions.**

I was jumping so high that I could see out of the window and right over the shed where they kept the sports material. Miss kept saying to me, “It’s not just height, Billy. Where’s your control? You’re not concentrating!” Well, I was concentrating. I was concentrating on getting up high. It just made me feel so good, floating up over the heads of the girls.

I could do all the plies and the jumps and font de bras and all that. Miss says I’ve got promise. She spends half of the lesson just teaching me—she doesn’t bother with the others half of the time. They’re always complaining about it.

“Can we try it now, miss? When is it our turn, miss? It’s not fair, miss, just because he’s a boy, miss...”

Oh, I had got right into it. I was looking forward to the Saturday lesson all week. Once I started, I could just go on forever. It was right what Debbie said about resistance. It may look easy, but it’s not. It’s hard. I had got so fit it had made me better at football and running. I could keep going for hours [...]

I must have been mad. It had to happen. I was kidding myself. Michael kept warning me. “He’ll find out. What are you going to do then?” I knew he was right, but it was like, if I kept on doing it and not thinking about it, nothing would happen. I kept thinking, just this week, just one more lesson, and then I must go back to the boxing. But I got more and more into it, and better and better at it, and Dad never turned up to watch me at the ring any more... I just thought it was going to go on forever.



And of course, when it did happen, it wasn’t just questions and getting suspicious. He only turned up right in the middle of class.

“Pick up your leg, Billy. Swing it! Swing two, three, round two, three, up two, three. You should have a bit of grace, Billy Elliot!”

I was swinging my leg round, slow circle, I knew I could make it as smooth as cream—and I looked up and there was my dad standing in the door. Jesus! My heart froze. I thought I was going to die. I thought he was going to scream and kill me. Miss was still going on...

“Up two, three, swing two, three. *Like a princess, Deborah.* Beautiful necks! One, two, three... what’s your problem?”



She said that when she saw me standing still. Then the music stopped and she turned around and saw Dad. His face was red.

“You! Out! You have to come with me! Now!”, he snapped.

**After reading the text in depth, answer:**

1. Does Billy Elliot enjoy dancing? Find the information from the text that expresses this.
2. Why are the girls complaining? Do you agree with them? And with the teacher?
3. What do you think that happened before in the story?
4. What are the girls complaining about? Do you agree with them? And with the teacher?

**What do you think?**

1. In which context do you think Billy can show more his sensitive identity? When and where does he feel oppressed?
2. Do you think that clichés about sports can oppress people?
3. Do you think that many people still need to change this kind of values?

**WRITING**

***Create a story!***

What do you think that might happen after Billy’s dad discovers him? Write a short story.

**LISTENING**

**Watch and listen to the following video and answer the following comprehension questions:**

1. What is happening in the scene?
2. How does Billy think of ballet?
3. What does Billy’s dad say that lads/boys do?

**What do you think?**

1. Why do you think Billy and his dad are reacting like that?
2. What does the grandmother say? Does she understand Billy's feelings?
3. Why do you think the girls in the classroom are giggling?
4. Is it ok for boys to do ballet? How about girls playing rugby?
5. Can you name any famous dancers? Are any of them boys?

**WATCH and listen to the video again with the script as a guide**

TEACHER	One, two, three, "pas de bourrée". And one, two, three, and a turn. And one, two, three, "pas de bourrée".
DAD	You, out! Now!
TEACHER	I beg your pardon?
BILLY	Please, Miss. Don't.
TEACHER	All right, which way are we facing? Come on. And one... two, three, "pas de bourrée".
DAD	Ballet?
BILLY	What's wrong with ballet? It's perfectly normal.
DAD	"Perfectly normal"?
NANNA	I used to go to ballet.
BILLY	See?
DAD	Aye, for your nanna. For girls, not for lads, Billy. Lads do football, or boxing, or... wrestling. Not frigging ballet.
BILLY	What lads do wrestling?
DAD	Don't start.
BILLY	I don't see what's wrong with it.
DAD	You know exactly what's wrong with it.
BILLY	No, I don't.
DAD	Yes, you do.
BILLY	No, I don't.
DAD	Yes, you bloody well do. Who do you think I am? You know quite nicely.
BILLY	What? What are you trying to say, Dad?
DAD	You're asking for a hiding, son.

BILLY                    I'm not, honest.

DAD                     You are, Billy.

BILLY                    It's not just poofs, Dad. Some ballet dancers are as fit as athletes. What about that Wayne Sleep? He was a ballet dancer.

DAD                     Wayne Sleep?

BILLY                    Aye.

DAD                     Listen, son, from now on you can forget about the fucking ballet. You can forget about the fucking boxing, as well. I'm bursting my ass for those pences, and you're... No, from now on you stay here, you look after your nanna. Got it?

1. What do you think will happen in the rest of the story? Do you think Billy's dad's opinion can change? Why? Why not?

### **DEBATE!**

Divide the classroom into two teams. One team must support Billy's dad point of view about sports and traditional gender roles for boys and girls. The other team will support Billy's passion and talent for ballet. Give arguments and discuss the topic in a respectful way, while trying to reach a fair agreement. First, take some time to prepare your arguments.



## 11.2.

### The Danish girl

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**“We’ve begun to raise daughters more like sons... but few have the courage to raise our sons more like our daughters.”**

*Gloria Steinem*

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How do you interpret the quote above?

Give examples of how daughters have been raised more like sons?

Why do you need courage to raise sons more like daughters?

Give precise examples.

#### **DISCOVER!**

Do a little research about who Gloria Steinem is. Make a short list about the most important aspects of her life. Do you find her an interesting person? Give your opinions. (80-120 words)



## WRITING



**First, read the following quotes from *The Danish Girl* by Gloria Steinem:**

Every morning I promise myself that I'll spend the entire day as a man. But I think Lili's thoughts, I dream her dreams. She's always there.

Gerda Wegener: Could you help me with something?

(Gerda starts dressing Einar in women's clothes)

Einar Wegener: You will not tell anyone about this.

That is not my body. I have to let it go.

The fact is I believe I'm a woman.

After reading the quotes and having thought about their meaning, answer the following questions:

1. Why do you think Einar is afraid of people discovering how he feels, who he is? Do you think telling them is a difficult decision? Why?
2. Do you think the social/cultural context where he is living is conditioning him? Is this situation easier nowadays?



## KNOWLEDGE INTO PRACTICE!

### Telling a story in a video or PowerPoint

Prepare a final presentation in groups showing the knowledge acquired throughout here. Prepare a PowerPoint or a video (5-10 minutes) of someone who has suffered a similar situation to the one described in the story of *Billy Elliot* and *The Danish Girl*.

Do some research on the topic and talk about who this person is/was; his/her life before and after; his/her feelings etc.

Also express how your views have changed after the work you have done on this topic.

You can be as creative as you want. Your work can be orally presented in front of the class.



## 12

### Romantic love???

**Aim:** To examine the concept of love in its great variety of expressions

#### 1. Look at the picture



Do you know them?

Which kind of relationship do you think they are having?

Do you think they love each other?

Which are their feelings towards each other?

Would you call this love at first sight? Or is it mutual attraction?

#### READING

“Who are they?” I asked the girl from my Spanish class, whose name I’d forgotten. As she looked up to see who I meant — though already knowing, probably, from my tone — suddenly he looked at her, the thinner one, the boyish one, the youngest, perhaps. He

looked at my neighbor for just a fraction of a second, and then his dark eyes flickered to mine.

He looked away quickly, more quickly than I could, though in a flush of embarrassment I dropped my eyes at once. In that brief flash of a glance, his face held nothing of interest — it was as if she had called his name, and he’d



looked up in involuntary response,  
already having decided not to answer.  
My neighbor giggled in embarrassment,  
looking at the table like I did.

“That’s Edward and Emmett Cullen,  
and Rosalie and Jasper Hale. The one  
who left was Alice Cullen; they all live  
together with Dr. Cullen and his wife.”  
She said this under her breath.

I glanced sideways at the beautiful boy,  
who was looking at his tray now,  
picking a bagel to pieces with long, pale  
fingers. His mouth was moving very  
quickly, his perfect lips barely opening.  
The other three still looked away, and  
yet I felt he was speaking quietly to  
them.  
“They are... very nice-looking.” I  
struggled with the conspicuous  
understatement.

## **DISCUSSION**

- Who are the main characters in this scene? And where is it taking place?
- How would you describe the feelings between them?
- Which are the adjectives Bella uses to describe Edward? Are they positive or negative?
- Do you think they will have a happy relationship which will last for years and years? Why?/Why not?
- Do you think Bella is idealising Edward?

## **WRITING**

Rewrite the scene above but do it in a way in which it is Edward who falls in love with Bella and expresses it.

### **THINK**

- Discuss the feelings that Bella expresses when falling in love.
- Discuss the feelings that Edward expresses when falling in love.
- Compare them.
  - a) Why do most of the women/girls express their feelings openly?
  - b) Why do most of the men/boys have difficulties in expressing what they feel?  
(love, fear, hate...)
  - c) What happens when one partner lies to the other partner?
  - d) What if the boy controls what the girl does at every single moment?



## LISTENING

Listen to this conversation and fill in the gaps:

<https://www.youtube.com/watch?v=AnuhVE4d2D4&app=desktop>

BELLA: \_\_\_\_ are they?

ANGELA: The Cullens.

JESSICA: Doctor and Mrs. Cullen's foster kids. They all moved down here from Alaska like \_\_\_\_\_ years ago.

ANGELA: They kinda keep to \_\_\_\_\_.

JESSICA: Because they're all together. Like, together together.

The \_\_\_\_\_ girl, Rosalie, and the big dark-haired guy, Emmett...  
they're a thing. I'm not even sure that's legal.

ANGELA: Jess, they're not actually related.

JESSICA: But they live together. It's weird. And the little dark haired girl, Alice, she's really weird... she's with Jasper, the blonde who looks like he's in pain. I mean, Dr. Cullen's like this foster dad slash match maker.

ANGELA: Maybe he'll \_\_\_\_\_ me.

BELLA: Who's he?

JESSICA: That's Edward Cullen. He's totally \_\_\_\_\_, obviously. But apparently, nobody hears he's got an appointment. Like I care. Seriously, don't \_\_\_\_\_ your time.

BELLA: I wasn't planning \_\_\_\_\_.

## WRITING

What should boys do in order to respect their partners in their relationships?  
And what shouldn't they do? What about girls?

Think about the differences between girls and boys when they have a love relationship. Discuss what should be improved in order to enrich their love relationship.

## GENERAL DISCUSSION

1. In your opinion, what is the meaning of love?
2. Do you think love is a vital goal in life?
3. Think about the different ways of loving someone and discuss it.
4. Do you see any differences between same-sex love relationships and heterosexual couples?



# 13

## All you need is love, love, love...

**Aim: Reflect upon love, gender prejudices and violence in relationships.**

φ Look at the following pictures. Discuss in pairs about the following question



- φ What do you think these couples were talking about?
- φ What do you think about their clothes?
- φ Imagine how their relationship is, then describe it.

### READING: A THEATRICAL SCENE

**Geoff:** What was that boy like?  
**Jo:** Which boy?  
**Geoff:** You know,  
**Jo:** Oh! Him. He wasn't a bit like you. He could sing and dance and he was as black as coal.  
**Geoff:** A black boy?  
**Jo:** From darkest Africa! A Prince.  
**Geoff:** A what?  
**Jo:** A Prince, son of a chieftain.  
**Geoff:** I'll bet he was too.  
**Jo:** Prince Ossini!  
**Geoff:** What was he doing here?  
**Jo:** He was a male nurse in the Navy.  
**Geoff:** Do you wish he was still here?  
**Jo:** Not really. I think I've had enough. I'm sick of love. That's why I'm letting you stay here. You won't start anything.  
**Geoff:** No, I don't suppose I will.  
**Jo:** You'd better not. I hate love.  
**Geoff:** Do You, Jo?  
**Jo:** Yes, I do.  
**Geoff:** Good night.  
**Jo:** Good night.

Adapted from *A Taste of Honey*,  
by Shelagh Delaney.

**Read and answer the text:**

1. Who do you think Geoff and Jo were talking about?
2. What is the meaning of “being sick of love”?
3. Why does Jo hate love? Is it possible to hate love?

## 13.1

### ...Yes but love does not hurt

#### READING

**What is happening in this scene from *A Streetcar Named Desire* by Tennessee Williams?**

BLANCHE: Baby, my baby sister!

STELLA [drawing away from her]: Blanche, what is the matter with you? [Blanche straightens up slowly and stands beside the bed looking down at her sister with knuckles pressed to her lips.]

BLANCHE: He's left?

STELLA: Stan? Yes.

BLANCHE: Will he be back?

STELLA: He's gone to get the car greased. Why?

BLANCHE: Why! I've been half crazy, Stella! I found out you'd been insane enough to come back in here after what happened. What were you thinking of? Answer me! What? What?

[Stella makes an indefinite gesture.]

STELLA: Blanche, I'd forgotten how excitable you are. You're making much too much fuss about this.

BLANCHE: Am I?

STELLA: Yes, you are, Blanche. I know how it must have seemed to you and I'm awful sorry it had to happen, but it wasn't anything as serious as you seem to take it. In the first place, when men are drinking and playing poker anything can happen. It's always a powder-keg. He didn't know what he was doing... He was as good as a lamb when I came back and he's really very, very ashamed of himself.

BLANCHE: And that—that makes it all right?

STELLA: No, it isn't all right for anybody to make such a terrible row, but—people do sometimes. Stanley's always smashed things. Why, on our wedding night—soon as we came in here—he snatched off one of my slippers and rushed about the place smashing the light bulbs with it.

BLANCHE: He did—what?

STELLA: He smashed all the light bulbs with the heel of my slipper! [She laughs.]

BLANCHE: And you—you let him? Didn't run, didn't scream?

STELLA: What do you want me to do?

BLANCHE: Pull yourself together and face the facts. You're married to a madman!

STELLA: No!

**Now read the text again and answer these questions:**

- a) Who are the main characters of the play?
- b) What is their relationship?

- c) When Blanche says “I found out you’d been insane enough to come back in here after what happened” what is she referring to?
- d) How is Stella’s relationship with her husband?
- e) Why do you think Stella is defending Stan?
- f) Do you think Blanche’s reaction to Stella’s comments is appropriate? Why or why not?
- g) What would you do if you were in Blanche’s position? How would you help a friend or relative who is in an abusive relationship?

**In your opinion, which of these are signs of an abusive relationship?**

- a. Your partner calls you names on social media.
- b. Your partner tells you that you look fat, ugly, like a slut...
- c. Your partner gets upset if you wear certain clothes.
- d. You avoid talking about certain people or topics because you are afraid that he or she will get mad and yell at you.
- e. Your partner gets jealous when you spend time with your friends.
- f. Your partner checks your phone to see if you are talking to other boys/girls.

**Think of other signs/causes of violence in a relationship.**

**GROUP PROJECT**

In groups of 4-5 students design a brochure aimed at informing teens about abusive relationships.

You can look for information online at <http://www.loveisrespect.org>

Compare your ideas with other groups in class and discuss them. Also consider the following issues:

- ✎ How to help a friend who is in an abusive relationship
- How to recognise the signs of abuse. Write your results in the table below.

<p data-bbox="316 1081 577 1189">ABUSIVE RELATIONSHIPS</p>	<p data-bbox="662 622 965 696">How to help a friend</p>	<p data-bbox="1061 607 1300 813">Signs of an abusive relationship</p>
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# 14

## As you like it

**Aim:** To reflect upon the use of disguise, as in *As you like it* by Shakespeare, to escape from one's personality; from "one's nature".

### WARM UP!



### READING: A THEATRICAL SCENE

Discuss:

- Why do you think the people in the picture are dressed like that?
- Can you think of three reasons of why people might wear a disguise?

Celia: I can't live out of her company.

Duke Frederick: You are an idiot. You, niece, hurry up: If you lose your time, you die.

*Exit DUKE FREDERICK and LORDS.*

Celia: Let my father seek another heir. Say what you want, I'll go along with you.

Rosalind: Where shall we go?

Celia: To seek my uncle in the forest of Arden. I'll wear poor clothes. The like do you: so we shall pass along and never be provocative with assailants.

Rosalind: Would it not be better because I am taller than normal that I got dressed like a man?

Celia: What should I call you when you are a man?

Rosalind: Ganymede. And what will you be called?

Celia: No longer Celia, but Aliena.

Rosalind: But, cousin, what if we tried to bring the clownish fool from your father's court? Could he be a comfort to our travel?

Celia: No, he'll go over the wide world with me; leave me alone to attract him. Now let's go happily, to liberty, and not to banishment.



## **RESEARCHING AND SPEAKING**

1. Who are Celia and Rosalind? What are they planning to do? What is their relationship? After their transformation, what will their names be? Why will they have to adopt different names?
2. Search for information about Shakespeare's cultural context and find out if it was usual to see women dressing like men in that time? How about men actors, why do you think that they played female roles in the theatre?
3. Share your findings with your classmates.

## **WRITING**

**Try to discuss the following ideas in a composition:**

- **Do men and women have the same freedom to dress as they want today?**
- **Do clothes and colours vary according to whether you are a man or a woman?**

# 15

## The Beauty and the Beast

### READING

Read the following script about Disney's adaptation of the tale *Beauty and the Beast* and in groups of 3-4 students discuss the questions that you will find below:

#### Script of *Beauty and the Beast* film (Disney, 1991)

**GASTON:** Hello, Belle.

**BELLE:** Bonjour Gaston. (GASTON grabs the book from BELLE's hands.)

**GASTON:** How can you read this? There's no pictures!

**BELLE:** Well, some people use their imagination.

**GASTON:** Belle, it's about time you got your head out of those books and paid attention to more important things... like me! The whole town's talking about it. It's not right for a woman to read, soon she starts getting ideas... and thinking.

**BELLE:** Gaston, you are positively primeval.

**GASTON:** (Putting his hand around her shoulders) Why thank you, Belle. Hey, what do you say if you and me take a walk over to the tavern and have a look at my hunting trophies?

**BELLE:** Maybe some other time.

**WOMAN 1:** What's wrong with her?

**WOMAN 2:** She's crazy!

**WOMAN 3:** He's gorgeous!

**BELLE:** Please, Gaston. I can't. I have to get home and help my father.

**LEFOU:** Ha, ha, ha, that crazy old loon, he need all the help he can get! (GASTON and LEFOU laugh heartily.)

**BELLE:** Don't you talk about my father that way!

**GASTON:** Yeah, don't talk about her father that way! (He conks LEFOU on the head.)

**BELLE:** My father's not crazy! He's a genius! (Explosion in the background. GASTON and LEFOU continue laughing. BELLE rushes home and descends into the basement.)



### Questions for discussion:

- What is Belle doing when Gaston approaches her?
- What is Gaston's opinion about books? Is he the only one who thinks that?
- Gaston mentions that: "It's not right for a woman to read, soon she starts getting ideas... and thinking". Why do you think that "*thinking*" is bad for women according to Gaston?
- What is your opinion about books? Do you believe they make you think, as Gaston said?
- Which kind of relationship do Belle and Gaston have?
- And Belle and her father? How do they get on with each other?
- Respect and consideration are elements that you can find in a good relationship. Can you think of other elements?
- According to the previous definition, do you think that Gaston is in love with Belle? Why?
- And what about her feelings for him?

### SPEAKING

Gather in groups and rewrite this script changing Gaston's personality, making him gentle and considerate. Act it out in front of the class.

## 15.1.

### Beauty is skin deep

**Aim:** To critically examine the meaning of 'Beauty' and how it is expressed.

**Have a look at the picture of Cinderella**

In pairs discuss what she might be thinking. Take notes and share your ideas with the class.

Perform the situation and speak aloud what she has in mind.

Now imagine that you are Cinderella, have these ideas/thoughts changed? Would you like to do the hard work she is doing? Write down your thoughts and feelings and share them with other students.

Perform the scene and speak out what you are thinking.



#### READING

1. Read the following adaptation of the tale *Cinderella* and discuss in groups the questions that you will find below:

### ***Cinderella***

Once upon a time, there lived an unhappy young girl. Unhappy she was, for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her at all. All the nice things, kind thoughts and loving touches were for her own daughters. All the dresses, shoes, shawls, delicious food, comfortable beds, all the riches of the house, everything was for her daughters. But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters' old clothes. She had to work hard all day and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella. Cinderella used to spend long hours all alone talking to the cat. The cat said,

"Meow", which really meant "Cheer up! You have something your stepsisters don't have and that is beauty".

It was quite true. Cinderella, even dressed in rags with a dusty grey face from the cinders, was a beautiful girl. While her stepsisters, no matter how splendid and elegant their clothes were, always looked clumsy and ugly. One day, beautiful new dresses arrived at the house. A ball was to be held at Court and the stepsisters were getting ready to go there. Cinderella didn't even dare ask, "What about me?" for she knew very well what the answer would be.

"You? My dear girl, you're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters. They will come home tired and very sleepy." Cinderella sighed at the cat.

### **Questions for discussion:**

- How is Cinderella described in the story?
- And her stepsisters?
- In your opinion, which is more important, your personality or the objects you own?
- Was Cinderella allowed to go to the ball? Why/why not?
- Do you think that physical appearance is important in the story?
- Tell the end of the tale, is there a man involved at some point?
- Explain the English proverb: "Beauty is skin deep".
- Think about situations in which you have really looked at a person's heart, kindness, humanity, empathy, rather than at his/her physical appearance, clothes,

possessions or other material things. Tell the class about this experience, situation or story.

### **LET'S RE-WRITE THE STORY IN A MORE FAIR WAY**

In groups of 3-4 students, re-write the story of Cinderella in a more fair way in which equal gender values are expressed.

Make an effort and use your creativity to undo all kinds of stereotypes and unfair situations.

Read your story to the other groups in class.

Perform your story.

## 16

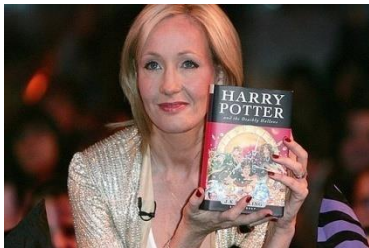
### A woman that attempts the pen

**Aim: To critically examine the difficulties that women around the world have to express their voices (through writing).**

#### **SPEAKING**

Below you will find three pictures of female writers. In groups of 3-4 people, discuss the following issues:

1. Do you know any of these writers or any of their works?
2. According to you, what do they have in common?
3. Do you think they had problems to write their novels? What kind of problems?



J.K. Rowling or  
Robert Galbraith?



Mary Anne Evans or  
George Eliot?



Charlotte Brontë  
or Currer Bell?

#### **SPEAKING**

**History tells us that for centuries and centuries women did not have the right to write, they were supposed to focus on other affairs considered more “appropriate” to them like housework and looking after children. Taking this into account read the poem by Anne Finch and discuss the following questions in pairs.**

Alas! a woman that attempts the pen,  
 Such a presumptuous creature is esteemed,  
 The fault can by no virtue be redeemed.  
 They tell us we mistake our sex and way;  
 Good breeding, fashion, dancing, dressing, play,  
 Are the accomplishments we should desire;  
 To write, or read, or think, or to enquire,  
 Would cloud our beauty, and exhaust our time,  
 And interrupt the conquests of our prime.  
 Whilst the dull manage of a servile house  
 Is held by some our utmost art and use.

- What do you think about the sentence in line 1 “a woman that attempts the pen” means?
- Who do you think “they” (line 4) makes reference to? And “us” (line 4)?
- Do you think that “Good breeding, fashion, dancing, dressing, play” (line 5) can be considered “accomplishments” (line 6)?
- Do you think that these women really enjoyed dancing, fashion and dressing?
- In your own words, explain the following quotation briefly: “To write, or read, or think, or to enquire/ Would cloud our beauty, and exhaust our time/ And interrupt the conquests of our prime” (lines 7-9). Do you agree with this quotation?
- Can you imagine the feelings of these women who wanted to be writers and were condemned for writing?
- Most of the women had to hide from friends and family in order to write a novel. Think about the consequences if they were discovered.
- Do you think that women and men write differently? Is it fair to believe that only men have the ability to write? How can you explain that contemporary male writers are more famous and prestigious than female writers?
- Do you find any tension or opposition in this poem?



## READING aloud for emotion

Gather in groups of 2 or 3 people and prepare the poem to be read aloud in class. Do not forget to check the correct pronunciation of words. When reading, convey the ideas with passion and emotion.

## RESEARCHING on Virginia Woolf




Virginia Woolf (1882-1941)

**Make groups of 6-7 people and choose one of the following topics:**

- Historical, social and cultural context
- Biography
- Literary works and main ideas/themes

**Now, the task consists on looking for information about the writer, Virginia Woolf, and the section you have chosen. Prepare a ten-minute oral presentation in front of the class. You can prepare a PowerPoint to help you. You can add pictures or photos.**

## LISTENING

 You are going to listen to a fragment from Virginia Woolf's *A Room of One's Own*, Chapter 3. Listen carefully and complete the text below with the missing words or phrases.

<https://www.youtube.com/watch?v=NeEjkAFDLw4> Start **from minute 09:54 to minute 11:11.**

“It \_\_\_\_\_ extremely odd, even upon this showing, had one of them suddenly written the plays of Shakespeare, I concluded, and I thought of that old gentleman, who is dead now, but was a \_\_\_\_\_, I think, who declared that it was \_\_\_\_\_, past, present, or to come, to have the genius of \_\_\_\_\_. He wrote to the papers about it. He also told a lady who applied to him for information that \_\_\_\_\_ do not as a matter of fact go to heaven, though they have, he added, \_\_\_\_\_. How much thinking those old gentlemen used to save one! How the borders of ignorance \_\_\_\_\_ at their approach! Cats do not go to heaven. Women \_\_\_\_\_ write the plays of Shakespeare. Be that as it may, I could not help thinking, as I looked at the works of Shakespeare on the shelf, that the bishop was right at least in this; it \_\_\_\_\_ impossible, completely and entirely, for \_\_\_\_\_ to have written the plays of Shakespeare in the age of Shakespeare.”

(Virginia Woolf, *A Room of One's Own*, 1929.)

## READING

Read the following text and, in pairs, answer the questions below.

“Here am I asking why women did not write poetry in the Elizabethan age, and I am not sure how they were educated; whether they were taught to write; whether they had sitting-rooms to themselves; how many women had children before they were twenty-one; what, in short, they did from eight in the morning till eight at night. They had no money evidently; according to Professor Trevelyan they were married whether they liked it or not before they were out of the nursery, at fifteen or sixteen very likely.”

(Virginia Woolf, *A Room of One's Own*, 1929.)

-What are the main ideas in the extract above?

**-According to you, what were examples of typical roles assumed by men in that period?**

- **How would you interpret the title of Virginia Woolf's novel, *A Room of One's Own*?**
- **Do you have a room of your own?**
- **Find out an example of a woman-writer in a non-European country, who has had and still has many difficulties to express her voice through writing. Write about her life, hardships and achievements.**

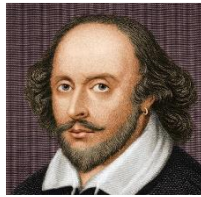
# 17

## About witches and magicians

**Aim:** to reflect on the figure of the woman as a witch and deconstruct its pejorative meaning.

### WARM UP!

φ Look at the following pictures:



- a) Do you know the name of the artist in the first picture?
- b) Do you know any plays written by him?
- c) Have you read any?
- d) Who do you think the three women are? How do they look like?

### READING AND LISTENING: A THEATRICAL SCENE

*A cavern. In the middle, a boiling cauldron. Thunder.*

*The **three witches** enter.*

#### **FIRST WITCH**

The BLACK cat has meowed three times.

#### **SECOND WITCH**

Three times. And the hedgehog has whined once.

#### **THIRD WITCH**

My friend is yelling "It's time, It's time!".

#### **FIRST WITCH**

Dance around the cauldron and throw in the poison (holding up a frog). You'll go in first – a frog that sat under a cold rock for a month, spitting poison.

#### **ALL**

Double, double, toil and trouble,  
Fire burn and cauldron bubble.

#### **SECOND WITCH**

(Holding something up.) We'll boil you in the cauldron next. A slice of snake. All the rest of you too: an eye, a frog's tongue, a bat, a dog's tongue, the forked tongue of a snake, a worm, a fly, an owl's wing (speaking to the ingredients). Make a dish to cause a powerful trouble, and boil and bubble like a broth of hell.

#### **ALL**

Double, double, toil and trouble,  
Fire burn and cauldron bubble.

(Adapted from *Macbeth*, Act 4,  
Scene 1, William Shakespeare)

1. Now that you have read the text once, gather in groups of three and prepare your performance reading the text aloud. Each one of you should be one of the witches.

### **SPEAKING: reflect on the reading**

1. In your group of three answer the following questions:
  - a) Do you think witches are good or bad?
  - b) Do you think magicians are good or bad?
  - c) If you find there is a difference between these two, why do you think it is so?
2. Read the statement below and discuss and question it with your partner:

Throughout history, men with power have been considered good magicians, whereas empowered women have been regarded as witches and killed.

- a) Why do you think it happened?

### **RESEARCHING AND WRITING**

1. Find out what being a witch meant in the past. Once you have done this, find the story of a popular witch and write about her life, time and place where she lived, her knowledge and what happened to her, if she was killed or what she did to survive.  
In a PowerPoint present all your findings to the rest of the class.

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## **VIDEOS/AUDIO**

Beyoncé (audio)

[https://drive.google.com/open?id=1IeeO8coFUm\\_H0UXkjR-d5bZi3aVfqY32](https://drive.google.com/open?id=1IeeO8coFUm_H0UXkjR-d5bZi3aVfqY32)

*Billy Elliot. What's Wrong with Ballet?*

<https://www.youtube.com/watch?v=9npgdQqTbkQ&feature=youtu.be>

*Emma Watson to UN: I'm a Feminist*

<https://www.youtube.com/watch?v=c9SUAcNIVQ4>

*Enredados*

<https://www.youtube.com/watch?v=I7Kcpj9u30A&feature=youtu.be>

*Fire*. Deepa Mehta

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